THE IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE: A CASE OF JR GODDARD CONTRACTING

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DECLARATION

I, …………………………………………………………., do hereby declare that this dissertation is a result of my own investigation and research, except to the extent indicated in the Acknowledgements, References and comments included in the body of the report, and that it has not been submitted in part or in full for any other degree to any other university.

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ABSTRACT

Training generate performance improvement related benefits for the employee as well as for the organization by positively influencing and impacting on employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). According to Swart et al., (2005) training is a means of dealing with skill deficits and performance gaps. Thus many researchers have conducted research on training and employee performance.

The purpose of this dissertation was to investigate the impact of training on employee performance, using JR Goddard contracting as a survey. In order to understand the study aim, four objectives were formulated and these focussed especially on identifying the impact of training on employee performance in different performance and development areas in JR Goddard contracting, examining the relationship between training and employee performance in performance and development areas, identify training and development strategies in JRG and finally recommending the appropriate training strategies to improve employee performance in JR Goddard contracting.

The study was based on a survey of JR Goddard contracting. A quantitative research approach of data collection was considered using a questionnaire distributed to 133 respondents which comprised of Operations Managers, Diesel Plant Fitters, Concreters, Carpenters and Machinery Operators from 3 main JR Goddard contracting sites. The data gathered was analysed using SPSS. Results from the sample indicated that training programs at JRG has a significant impact (R-square of 0.978) on employee performance areas like team work, time management, employee communication skills and machinery repair skills. On development areas training showed no significant impact (R-square of 0.002) in enabling an individual to adapt to changes, improving one’s work ethics, enhancing the employee’s ability to deal with technological changes as well as in improving the employee’s ability to embrace and deal with new methods. The findings can prove useful in the company, the country, corporate world and academic community.
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LIST OF ABBREVIATIONS

JRG  James Ross Goddard contracting
SWOT  Strength Weakness Opportunity Threats
SPSS  Statistical Package of Social Science
CHAPTER 1

1.0 Introduction

The research seeks to examine the impact of training on employee performance by looking at a survey of JR Goddard contracting. It identifies the impact which training has on performance areas and development areas as well as identifying and recommending training and development strategies in JR Goddard contracting. The research comprises of 5 Chapters namely; Chapter1, Chapter 2, Chapter 3, Chapter 4 as well as Chapter 5.

The role of Chapter 1 is to provide a detailed background to the impact of training on employee performance in JR Goddard contracting. The background and statement of the problem introduces the reason why the research was considered in the first place. This is the setting and the problem that triggered the need and importance to assess the impact of training on employee performance in JR Goddard contracting. The study objectives, research questions, research hypothesis, research purpose, research significance/ impotence, research limitations, research delimitations, Justification of research and Structure of the research are also presented in this chapter.

Chapter 2 provides the literature review by first defining training and employee performance. It also reviews training strategies and training theories. The impact of training on employee performance, the relationship between training and employee performance as well as the conceptual framework is reviewed. Chapter 3 outlines the methodology used in carrying out the research. It starts by looking at the research design and goes on to look at the qualitative and quantitative approach as well as the differences between these two approaches. The survey research strategy, choice of questionnaires, reliability of the research instrument, research assumptions as well as the ethical considerations are discussed in this chapter. Chapter 4 looks at data analysis and discusses the findings. This chapter applies the theoretical framework from Chapter 2 to the survey and sees how the selected theory explains the results obtained from the survey. Within this chapter, the posed research questions in chapter 1 are answered. The findings from the survey are also discussed in this chapter. Chapter 5 concludes the report by looking at theory and its application and recommendations.
The impact of training on employee performance have been conducted in other parts of the world such as Telecommunication industry in Uganda (Aidah Nassazi, 2013), Pharmaceutical companies in Karachi, Pakistan (Uzma Hafeez, 2015), Yarmouk University (Maaly Mefleh Mohammed Al-Mzary, 2015) and Retail Banking Sector in India (Zahid Hussain Bhat, 2013). There is however no literature on the impact of training on employee performance in Zimbabwe particularly in Matabeleland South Province construction industry companies. It is against this background that this investigation is aimed at filling this research gap by assessing the impact of training on employee performance through a survey of JR Goddard Contracting in Matabeleland South Province.

1.1 Research background

The nature of the creation of man is dynamic and the desire and will to be always relevant and up to date within human life makes the development of workers key and necessary in order to remain relevant in everything taking place (Olaniyan, Lucas, 2008). Training is viewed as possessing the keys to open the potential growth and various opportunities for development to achieve a competitive advantage (Dessler 2000). The organizations have viewed training as essential and important due to its ability in enabling capabilities and skills of employees (Dessler 2000). Cole (2002) pointed out that the ability of organizations to meet set goals and objectives is a result of training and this gives the employees the opportunity to learn new concepts at workplace, reinvigorate their skills, ameliorate employee attitudes at workplaces and improve productivity. An employee who has received enough training finds it easier to understand his duties, responsibilities as well as the capabilities at workplace.

Armstrong (2000) elaborated that the employees who have received training within the organization perform their jobs better if they come together and work as teams because each and everyone understands what is expected of him and the completion of work (achievement of expectations) becomes easier. The way employees think and the creativity which they demonstrate in their organization is a result of the training which they are given and this sharpens their minds in timely decision making for productivity (David, 2006). Trained employees have the ability and easiness to effectively and efficiently handle the customers (Hollenbeck, Derue and Guzzo, 2004).
JR Goddard Contracting (JRG) is a Zimbabwean business operating under the Construction Industry with its foundation cemented firmly in the traditional principle of integrity, hard work, passion, commitment, discipline and protection of the people and the environment in which people work. JRG provides specialized expertise in the construction of reinforced concrete structures, rubble masonry and earth dams for both the mining and agricultural sectors. The company has the equipment, expertise and the knowledge to undertake civil construction projects such as heavy major concrete work, surface and gravel roads and large scale earthworks. JRG owns approximately 200 light domestic vehicles, trucks and tractors. JRG values to be a contributor to empowerment and betterment of employees and the individuals within the community which the company works. The company believes the sustainable future in operations starts with the recognition of the potential within a person and the continuous uplifting of employees. (www.jrgzimbabwe.com)

JR Goddard contracting is facing tremendous changes and challenges nowadays. It has been observed that lack of active, efficient, flexible, talented and capable workforce has enforced JR Goddard contracting to be effective in formulating methods to maintain the company’s useful workforce. Some of machinery repairs and maintenance teams on site, machinery operators, masonry concreters, carpenters and project managers working at JR Goddard contracting’s three main projects have demonstrated absence of class talent, agility, ingenuity and capabilities in these projects (JR Goddard Contracting In-house Report, August 2016). Three of JR Goddard contracting’s main projects namely; Ngezi South Pit project, Pickstone Gold Mine as well as Hopeville Housing development project employees have been coupled with challenges in failure to adopt new technology and methods, failure to adapt to operational changes, inappropriate conduct at work places, absence of team work, poor communication skills at work places, late completion of work as well as increased number of caterpillar equipment on breakdown.

Projects scheduled to last for 8 months to complete now takes the whole year. Every week more than 8 caterpillar equipment are always on breakdown. The human resources department chairs more than 5 disciplinary hearings per week. The 5000 tones production target of ore haulage expected to be hauled every month has drastically reduced to 3200 tones. The collective effort in civil and concrete works has long disappeared. Work areas are now characterized with fierce
altercation and blame game. Any new operational decision made is met with outrageous jeers from workers.

Some of the repair and maintenance teams within JR Goddard contracting (Diesel Plant Fitters) are not capable of fixing latest caterpillar articulated dump trucks machines which are used for ore and waste haulage in these 3 main JR Goddard contracting projects. The latest caterpillar articulated machines are automated and configured to the latest caterpillar electronic technician software technology that requires training to reduce down time and unnecessary breakdowns.

So in light of the preceding basis, the study is carried out to examine the “impact of training on employee performance in improving the performance of the workforce by means of adopting excellent training practices of the company to serve the employees.

1.2 Statement of the problem

Three of JR Goddard contracting’s main projects namely; Ngezi South Pit project, Pickstone Gold Mine as well as Hopeville Housing development project employees have been coupled with challenges in failure to adopt new technology and methods, failure to adapt to operational changes, inappropriate conduct at work places, absence of team work, poor communication skills at work places, late completion of work as well as increased number of caterpillar equipment on breakdown. Projects scheduled to last for 8 months to complete now takes the whole year. Every week more than 8 caterpillar equipment are always on breakdown. The human resources department chairs more than 5 disciplinary hearings per week. The 5000 tones production target of ore haulage expected to be hauled every month has drastically reduced to 3200 tones. The collective effort in civil and concrete works has long disappeared. Work areas are now characterized with fierce altercation and blame game. Any new operational decision made is met with outrageous jeers from workers. The research problem is therefore to establish how JR Goddard contracting can benefit from appropriate training strategies and the impact which training has on employee performance in performance and development areas.

1.3 Research aim

The research aims to see the “Impact of training on employee performance in JR Goddard contracting” in which training is considered an independent variable whereas dependent variable
employee performance, having its performance areas i.e.; time management, communication skills, machinery repair and maintenance skills and team work and its development areas as work ethics, adapting to changes and new technology and methods.

1.4 Research objectives

1. To identify training and development strategies at JR Goddard contracting.
2. To identify the impact of training on employee performance in different performance and development areas in JR Goddard contracting.
3. To examine the relationship between training and employee performance in performance and development areas in JR Goddard contracting.
4. To recommend the appropriate training strategies to improve employee performance in JR Goddard contracting.

1.5 Research questions

1. What are training and development strategies in JR Goddard contracting?
2. What is the impact of training on employee performance in different performance and development areas in JR Goddard contracting?
3. In what ways is training linked to employee performance in different performance and development areas in JR Goddard contracting?
4. What are the recommended appropriate training strategies to improve employee performance in JR Goddard contracting?

1.6 Research hypothesis

H1: Training has an impact on employee performance areas in JR Goddard contracting.

H2: Training has an impact on employee development areas in JR Goddard contracting.

1.7 Research purpose

The purpose of the study is to examine the impact of training on employee performance in JR Goddard contracting.
1.8 Research significance/ Importance

- The research will help human resources professionals in JR Goddard contracting to understand and know the importance of the impact that training improves employee’s performance in different performance and development areas, working in various JR Goddard contracting projects.
- Other Construction Industry companies in Zimbabwe as a whole may use the findings from the study to improve their performance.
- The study will also help to contribute to the already existing literature on the impact of training and development on employee performance.
- The study findings in this research may prompt further research on human resources training and development polices.

1.9 Delimitations of the study

The research will be based on a survey of JR Goddard contracting’s three main projects in Zimbabwe.

1.10 Limitations

a) Time and resources could not allow the researcher to cover the total population. This was encountered by using a representative sample of JRG sites.

b) There was busy operational schedule for managers and all employees in different JRG operational sites. This was encountered by scheduling appointments now and again as well as setting questionnaire collections times during the weekend when the majority of employees were off duty.

c) The survey may not be applicable to other Construction Industry companies that have a different business background. This was encountered by a reasonable analysis to ensure that research findings add up to the body of knowledge.
1.11 Structure of the research

Chapter 1

This chapter covers the introduction of the research. The chapter also gives a background of the study, the problem statement and of the background of the organization being used as the case study. The study objectives, research questions, research hypothesis, research purpose, research significance/impotence, research limitations, research delimitations, Justification of research and Structure of the research are also presented in this chapter.

Chapter 2

This chapter focuses on the literature review. It outlines some of the work that has been carried out by other researchers and the theory on the subject matter.

Chapter 3

The methodology that is used in carrying out the research is outlined in this chapter. This chapter outlines the analytical framework of the research design chosen, the justification for a single survey approach, the preparation for data collection, the main sources of data, and the data collection process and data analysis.

Chapter 4

The chapter looks at data analysis and discusses the findings. This chapter applies the theoretical framework from Chapter 2 to the survey and sees how the selected theory explains the results obtained from the survey. Within this chapter, the posed research questions in chapter 1 are answered. The findings from the survey are discussed in this chapter.
This chapter concludes that training in JRG has a significant impact on employee performance areas like teamwork, time management, employee communication skills and machinery repair skills. On development areas training had no significant impact in enabling an individual to adapt to changes, improving one’s work ethics, enhancing the employee’s ability to deal with technological changes as well as in improving the employee’s ability to embrace and deal with new methods. The chapter also mentions 7 training strategies available in JRG as well as the recommendation that the company should link these training strategies with the company’s corporate strategy in order to realize overall operational success.

1.12 Research assumptions

- The employees were assured regarding the confidentiality of questionnaires; therefore the researcher assumed that the employees answered the questionnaires as honestly as possible because there was guaranteed anonymity.
- The researcher also assumes that the three JRG sites included in the study will not make significant changes to their employees within the next six months.
- The site managers and engineers are, however, assumed not to make any operational and leadership changes within that period.
CHAPTER 2

1.0 LITERATURE REVIEW

2.1 Introduction

The chapter is on literature review covering training and development strategies and the training theories. The impact which training and development has on employee performance has also been discussed as well as the relationship between training and employee performance.

2.2 Training

Training has to take into consideration the activities which are planned in order to enhance learning and such activities should be used in a systematic manner (Armstrong, 2006). The approach can easily be shortened under the term learner-based training (Armstrong, 2006). The process which involves training should be formally executed and it is through these processes which enable employees to acquire relevant and necessary skills and know-how to carry out a given job in a more satisfactory way (Armstrong, 2006). Training can also be seen as a way of closing the gap between the performance which is standard and desired. There are many methods in which training could be done in organizations such as subordinates participation, mentoring, peer’s cooperation as well as coaching.

Some researchers have contemplated that training should be seen as a great tool in closing the gaps and organizations should apply wisdom in using this tool. Armstrong (2000) elaborated that the employees who have received training within the organization perform their jobs better if they come together and work as teams. The improved performance in the organization is very key, henceforth, training becomes a key element; the competency levels of both the employees and the organization is greatly increased (Armstrong, 2000). The organizational interests as well as the interests of the workforce are incorporated through training and this makes training have a distinctive role in terms of achieving the goals of the organization (Stone, 2002). The way employees think and the creativity which they demonstrate in their organization is a result of the training which they are given and this sharpens their minds in timely decision making for productivity (David, 2006). Trained employees have the ability and easiness to effectively and efficiently handle the customers (Hollenbeck, Derue and Guzzo, 2004).

Chiaburu and Tekleab (2005) has defined training as being referring to an intervention which is planned and with its major focus at elements of the performance of the individual jobs. Training also focuses on enhancing and building the skills which are very vital for the organizations to reach their intended goals (Chiaburu and Tekleab, 2005). The programs for training plays a pivotal role in reducing anger,
frustration and general discomfort which comes as a result of pressure from the job being performed (Chen et al., 2004). The development of self-efficacy and the greater job performance comes as a result of training (Svenja, 2007) by taking out practices which have been weak since inception and replacing these with sound, effective and efficient job related practices (Kathiravan, Devadason and Zakkeer, 2006). The choice of creating a competitive edge make organization focus on trying to get the best out of their human resources through training programs (Armstrong, 2000). Therefore it becomes imperative for all these organizations to effectively plan these training programs to build employee capabilities which are necessary at their field of work (Jie and Rodger, 2005).

The nature of creation of man is dynamic and the desire and will to be always relevant and up to date within human life makes the development of workers key and necessary in order to remain relevant in everything taking place (Olaniyan, Lucas, 2008). Different scholars and researchers such as Griffin (1978), Ajibade (1993), Adeniyi (1995) and Arikewuyo (1999) have contemplated that the value which training and development brings within the organization is inestimable. They went on to suggest that training is a way of getting new knowledge and helps in building the skills and the techniques necessary within the organizational functional areas. Social scientists, different school of administrators and credible scholars have now been convinced that training is useful not only within employees but in ensuring that the output in worker productivity is enhanced. Training is not only a way of making workers perform their jobs only but also a process of coming up with relevant conditions which will make employees eager to perform their jobs better (Olaniyan, Lucas, 2008).

2.2.1 Importance of training

Training which is effective helps employees in their work places to perform better with efficiency and such employees grow the organization (Ginsberg, 1977). Employees who are usually well trained have clarity in terms of their awareness, capabilities, responsibilities and duties. Rowden (2002) pointed out that training can be used in improving employee’s job satisfaction since employees who perform their jobs different from others get recognition from the senior top management of organization.

Training is useful and important in organizations, it revamps individual work performances for organizations or firms to succeed and grow (Olaniyan, Lucas, 2008). Training becomes very important amongst the employers and employees of a firm or organization. According to Anonymous (1998) employees who receive proper training will always improve organizational productivity. The majority of firms can ensure that employees demonstrate quality at work by proving their employees with effective training which is also comprehensive (Chiaburu and Tekleab, 2005). Training acts as an inspiration and a motivational tool among employees by disclosing information about their value, importance at work and
the general information which is useful in ensuring successful performance of their work (Anonymous, 1998). The general benefits received from training according to Armstrong (2000) are as follows; increased satisfaction and work morale, increased motivation, improved efficiency in the organizational processes emanating from gains in finance, increased organizational capacity in adopting relevant and latest new technologies and methods, increased strategic innovations and products as well as a reduction in the turnover of employees.

JRG offers training programs for its employees. The company believes the sustainable future in operations starts with the recognition of the potential within a person and the continuous uplifting of employees.

2.3 Training and development strategies

According to Armstrong (2000) strategic human resources management (SHRM) consider long term issues of employees and strategies which are long term in nature. Improvement in performance becomes instant if organizations adopt short term management approaches for training programs which are effective (Thomas, 2000). In order to improve all organizational activities including the HR activities, strength, weakness-opportunities and threats (SWOT) analysis will be a useful approach and strategic tool.

2.3.1 The SWOT Analysis

According to Noe (2009) a SWOT analysis (Strengths, weakness, opportunities and threats) looks into the operational environment of the company (product markets, new technologies) as a way of trying to identify the opportunities and threats, an internal analysis of the company strength and weaknesses that include the people, financial resources as well as technology. David (2007) came up with various techniques, such techniques ensures that the organizational leaders develop strategic strengths and opportunities (SO), weakness-opportunities (WO), strengths-threats (ST), and weaknesses-threats (WT) solutions. Matching internal and external factors is very difficult and this makes managers find it very difficult and complicated to create a SWOT matrix. The SWOT analysis has proved to be very important in organizational success that do not depend more on the analysis of an organization’s external market position but more on skills analysis, and capabilities which competitors can’t imitate (David, 2007). A simple SWOT analysis looks into the strategic importance of taking advantage of organizational internal strengths and minimization of weaknesses (Barney, 1991). According to Bratton (2003) the future of the firms rests on strategic SWOT factors.

David (2007) came up with four strategic solutions which he based them on SWOT matrix;
• Strength and opportunities (SO) solution. This looks into the internal organizational strength to utilize the advantage of the organizational opportunities which can be availed.
• Strengths and threats (ST) solution. This looks into the internal strengths to eradicate the harm of external threats.
• Weaknesses and opportunities (WO) solutions. This looks into the opportunities available to eradicate internal weaknesses.
• Weaknesses and threats (WT) solutions. This seeks to eradicate weaknesses as a measure to refrain from external threats which stifles organizational progression.

The use of the four SWOT solutions will help organizations or firms clearly comprehend their situations and builds effective planning (WajdiMilhem et al., 2014). Information which result from the SWOT analysis helps builds a framework of strategies which are effective for teams, organizational departments given the external (threats and opportunities) and the internal (weaknesses and strengths) environment (Norton et al., 2008). New transformations are created using the strategic human resources management (Caliskan, 2010). There is no possibility of firms or organizations trying to apply a strategic plan for training before they first embark on creating a strategic human resources management (Richard et al., 2009).

There are several strength, weakness, opportunities and threats which are found in JRG. The strength which the company have include the availability of huge cash inflows from 6 chrome mining operations, superior company image and country wide reputation, massive large scale caterpillar machines as well as service differentiation and service mix (Dam construction, road works, farming and chrome mining). Weaknesses include lack of active efficient, flexible, talented and capable workforce. JRG opportunities include existence of emerging new technologies, existence of government polices (Indigenization and Empowerment Act) which supports local companies, Harare-Beitbridge road project which will soon be tendered as well as expansion of Zimplats mining operations which will avail multiple operations for local companies to tender. JRG threats include economic instability, changing political climate as well as emergency of competing Chinese construction companies.

2.3.2 Step-by-step strategies
Bahlis and Tourville (2005) came up with ways on how to change and upgrade training programs. They did this with a view of trying to improve efficiency during planning stages. According to Bahlis and Tourville (2005) these 6 strategies were classified into two uses. The
last 3 were aimed at reducing costs whereas the first 3 strategies were meant to increase the significance or value of training programs.

2.3.2.1 **Strategy 1: Alignment of training with missions/ goals**

To yield the advantages, there has to be a possible relationship (link) between the overall goals of an organisation as well as the training activities (Bahlis and Tourville, 2005). Organisation should make sure that everyone is aware of the needs of training (Bahlis and Tourville, 2005). All the programs which involve training should present particular performance challenges and what is paramount in performance improvement. According to Niazi (2011) the linkage between the firm’s mission and the organisational culture of learning comes with a positive aid in both employees and organisations through improvement in development, organisational performance and motivation.

According to Bahlis and Tourville (2005) the step-by-step approach involves a series of steps as follows; definition of performance goals or the unit’s mission, determination of mission task necessary for fulfilling performance goals, location or assignment of activities in different jobs, coming up with activities or tasks which needs training, attitude necessary to perform task should be prioritised as well as skills and the knowledge, identification of gaps in the skills and knowledge, identification of issues involving implementation as well as selecting the best training program through prioritisation of objectives and coming up with an action plan by compilation of data.

2.3.2.2 **Strategy 2: Human performance improvement**

Researchers such as Burke (2002), Harless (2000), Keeps (2004) and many more have presented a series of arguments that weakness and challenges in performances result from environmental factors which include failure to access information necessary, insufficient tools, absence of incentives, few experiences as well as absence of procedures.

The transfer of training targets performance improvements of all employees involved in training through various forms of learning and action taken on that type of training (Weldy, 2009), so when there is a difference or gap, the answer in firms rest on training.
According to Bahlis and Tourville (2005) the step-by-step procedure involves the following steps; definition of problem as well as the validation of assumptions, coming up with possible sources of the problem, data collection, data analysis to identify problems among groups, come up with possible solutions in each group and give a rating on how well they close the performance gaps, issues on implementation are to be identified, the direct cost of each solution as well as the benefits of solutions are computed and finally preparing a plan of action after prioritizing recommendations.

2.3.2.3 Strategy 3: Time to competency reduction
The aim of the objectives of training programs must be to come up with competencies, skills development and creation of good attitudes necessary to solve performance problems and achieve organisational goals (Bahlis and Tourville, 2005). Resolving performance problems earlier result in value added benefits (Bahlis and Tourville, 2005).

According to Bahlis and Tourville (2005) the step-by-step procedure involves the following steps; identification of potential and important gains, estimation of potential gains, collection of data, identification of delivery option, coming up with the time to achieve competency solutions, the potential benefits are supposed to be computed, make comparisons and computations of the costs which may involve out-of-pocket expenses and personnel which is important and essential to design, make administration, delivery and support of the options as well as finally coming up with the recommendations.

A 1995 study on cross-training radio operators and the Martine Traffic regulators conducted at the Canadian Coast Guard showed a demonstration of more than $20 million as value added benefits and a decrease in time to competency by just a year – this used a $100 000 simplistic loaded annual salary which had a cost of 200 individuals (Bahlis and Tourville, 2005).

The success of JRG lies in realising the relevant training strategies which the company is implementing. These strategies in JRG involve alignment of training with JRG mission or goals,
improvement of human resources and time to competency reduction. Such strategies in JRG increase the significance of training programs.

2.3.2.4 Strategy 4: The selection of right blend of delivery option
According to Bahlis and Tourville (2005) the step-by-step procedure involves the following steps: delivery options which are presently supported by organisations are identified, data collection, division of some of the training programs into a variety of modules, identification of the related delivery option, comparison and computation of costs which may involve out-of-pocket expenses and personnel which is important and essential to design, making administration, delivery and support of the options, consideration of a delivery strategy which is blended, coming up with potential implementation issues as well as preparations of recommendations.

2.3.2.5 Strategy 5: Consideration of internal against external options
Sourcing external consultants can be more essential and cost serving than internal staff (Bahlis and Tourville, 2005). In complex fields, external consultants are very beneficial particularly in distinctive fields that are difficult to attain within training groups (Bahlis and Tourville, 2005). According to Bahlis and Tourville (2005) there is a decrease in the learning curve among internal training groups if organisations take advantage of the use of external expertise. Errors which are costly within an organisation are also avoided (Bahlis and Tourville, 2005).

According to Bahlis and Tourville (2005) the step-by-step procedure involves the following steps: definition of the needs, experiences as well as the expertise of resources which the organisations have internally are evaluated in detail, an estimation of possible benefits or advantages, determination of time to successfully achieve competency, computation of possible benefits and advantages, custom design solutions as well as off the shelf solutions are computed and compared with the use of internal or external resources and finally there should be preparation of recommendations.
2.3.2.6 Strategy 6: Duplication of efficient programs and a detection of problem areas

The programs which have shown tremendous improvement are effectively analysed and compared to other programs, such training programs which have shown weakness and loop holes are avoided (Bahlis and Tourville, 2005). Reasons resulting in failure of such training programs are also identified (Bahlis and Tourville, 2005).

The step-by-step procedure involves the following steps; rolling up the data, indication of individuals who should be fortunate or privileged to access data, compilation of data, data classification, an analysis of data as well as the preparation of an action plan and prioritization of recommendations.

The cost containment in JRG is a vital step which can help reduce wastage. In JRG such strategies include selecting right ways on how JRG should impart skills, use of internal or external consultants to provide training as well as repeating training programs and systems which are successful. Currently, the company seems to be facing challenges in realising such strategies.

2.4 Training theories

2.4.1 Scenistic Methods

These are processes which have a major focus on solutions, case studies, events and narratives for performance issues, deficiencies, various needs and particular (scripted) actions or for different situations. Scenistic methods involve transformative learning theories, learning/cognition theories, experiential learning as well as constructivism.

2.4.1.1 Situated Learning or Cognition theory

According to Lave (1988) learning is considered situated as it is embedded within the culture of organisations, contexts as well as activities. He went further to elaborate that there is an element of learning being un-intentional instead of being deliberate. Lave and Wenger (1990) also argued that the knowledge must be presented in ways that would normally involve that knowledge. Situated learning should involve collaboration and social interaction according to Lave and Wenger (1990).
The use of cognitive tools in activities which are domain has been referred to as cognitive apprenticeship by Brown, Collins and Duguid (1996). They went on further to suggest that this also helps trainees acquire and develop cognitive tools. According to Anderson et.al (1996) the situations in organisations require trainees to be actively involved regularly and similar situations requires the situational skills which trainees receive.

In JRG, employees seem to lack desire and will to be involved in situational learning. This might be due to personal reasons or lack of interest and motivation from the relevant human resources department. JRG has a strong culture of putting the interests of the company first and preserving values of company’s beliefs (leaving the best practice to the next generation of employees).

2.4.1.2 Constructivism and Experiential Learning theory

This theory has much of its focus on the views and reflections on experiences of individuals (Fenwick, 2001). He holds the view that individuals should interact with the environment which helps individual develop their knowledge (Fenwick, 2001). According to Vygotsky (1978) the learners are seen as developers or constructors of their own knowledge which comes as a result of interaction with the environment which is socio-cultural in nature. Kolb (1984) also contributed to experiential learning through looking at the constructivist view of learning from reflection on experience.

According to Eickmann et al., (2004) children who grow up have a tendency of copying their guides or adults. He went on to further suggest that experiential diaphragm of human beings is saturated by the individual experiences and information which they gain when there are young up until adulthood (Eickmann et al., 2004). Such experiences of individuals emanate from the association with other individuals, different scenarios and situations in life, different places as well as environment (Eickmann et al., 2004). Eickmann et al., (2004) also went on to suggest that teachers also fall within the category of constructivism if they have the ability to read the mind-set of students and assist students to be involved in interpreting the knowledge process through giving them a constructive learning approach.

Carver (1996) pointed out that experiential learning has its original bases on constructivism. He also went on further to suggest that the theory uses cognitive sciences, sociology, psychology, anthropology as well as philosophy to achieve insights on learning processes.
Learning from the decorated employees has become difficult in JRG. Employees seem to have challenges in imitating the best behavioural and operational practices at work sites both inside and outside JRG. Too much adversity in positive experiences seem to have hit the company’ employees.

2.4.1.3 Transformative learning theory

This is a learning theory which is often regarded as grounded in nature. It is often idealized (Mezirow 1996). It could be seen as a developmental process which is gradual in nature with its focus on human communication. According to Mezirow (1996) instrumental learning (solving of task oriented problems) as well as communicative learning (what others communicate about moral decisions, ideas, values, feelings, and concepts as labour, love, justice, commitment and democracy).

Mezirow (1991) in trying to explain transformative learning looked at the meaning which comes from experiences and how it’s being influenced by presumptions and cultural assumptions which emanates from expectations. Marcinelli (1997) also pointed out that in this theory the major concern is on the use of delegation, discretion and a strong participation in decision making project.

2.4.1.4 Action Theory

This is a theory which involves people altering the way they behave to meet objectives under usual (normal) or unusual circumstances (Michael Frese, 2007). It also shows the regulation done on learning (Michael Frese, 2007). Michael Frese (2007) also went on to suggest that there is a linkage between behavior and particular work outcomes and contexts, thus the reason why it has been viewed as contrary to other cognitive and information processing theories. According to Salisbury (2008), this theory (action theory) is systematic in trying to understand how knowledge is regulated through the use of action structure of components, sequences and focus.

It has been difficult for the current generation of employees in JRG at the moment to take up the challenge and modify their behavior to suit the intended company objectives even in times of difficulties. The current existence of inappropriate conduct at work places, absence of teamwork, poor communication skills at work places and late completion of work in JRG justifies failure by employees to alter the way they behave to meet objectives under usual or unusual situations.
2.4.2 Human Capital theory

Becker (1994) suggested that in this theory the overall productivity of the workers within a given organization is improved through education and training. He went on to further suggest that this is made possible by giving employees skills and knowledge, henceforth raising employee’s future income by increasing what he termed the lifetime earnings. Human capital theory holds the view that there is a cost associated with the expenditure on training and education, training and education expenditures should be seen as an investment since this is carried out to increase personal incomes (Becker, 1994).

The theory of human capital has its origins from the neo-class theories of economic growth, labour market theories as well as education (Simon, 2008). These theories takes for granted that the employees within a given organization or firm are productive resources and however seek to determine whether the employees who have received training in an organization perform better and are more productive than other employees (Simon, 2008). Garcia (2005) stated that if employees or workers within a given organization do not get wages increment after completion of their training programs, they tend to feel dissatisfied and demotivated to go ahead with their own training requirements. Some organizations always welcome the idea of training employees with a view that their skills imparted by their staff training increases organizational productivity and all the returns generated by trained staff on productivity goes to the organization (Garcia, 2005).

2.4.2.1 Return on training investment for employer-empirical evidence

Schultz (1961) introduced return on investment. Becker (1962) developed the human capital theory basing his thoughts on return-on investment. The information on 2594 companies was studied by Bishop (1994). He discovered that there was a marginal rate of return on 3 months training from an increase of 2-years in employee productivity. 100hrs which resulted from training there was 11% and 38% increase in productivity. Other scholars such as Bartel (2000) supported the findings from Bishop (1994) by carrying out a study of 495 companies. He also discovered that productivity increased by 18% within a period of 3 years. According to Ballot et al. (2006) the value added benefits which were computed per worker in France increased by approximately 17.13% and 7.3 % in Sweden. Dearden et al. (2006) found out that there was an increase by 1% rise in training which was work related and it increased value addition per hour by just 0.6% and wage computed hourly by an approximation of 0.3%.

JRG are still yet to realize the value of investment in trained staff. It is still yet to be identified why JRG still seem to face struggles in reaping the benefits of training and percentage contributions which training has brought in cost containment.
2.3 Employee performance

Mwita (2002) views performance as having a solid linkage between the goals of the organization which are strategic in nature. He further suggested that it is a dimensional construct and the particular target is the improvement of results. The improvement in performance of the organizational employees is very vital in the achievement of organizational goals particularly when the organizations are effective and efficient (Mwita, 2002). Mwita (2002) also elaborated that the workforce is one of the most important resources within an organization.

According to Afshan et al. (2012) performance is defined as an organization’s achievement of the activities or tasks which are specific to a given organization which is usually calculated against identified standards of accuracy, cost, completeness as well as the speed. According to Afshan et al. (2012) employee performance indicators are the improvements in production output, motivated workforce as well as ability and flexibility in technological uses.

Various researchers suggest that employee performance in organizations has shown tremendous improvement through training particularly if organizations focus on building employee cooperation, teamwork (Mary Jane) and the improvement of socialized financial skills. Mwita (2002) also suggested that organizations are always keen to develop the capabilities of employees and this becomes possible if they focus on developing employees’ knowledge and abilities through training. He went on to suggest that the gains of training involves; availability of effective employees as well as creation of a strong positive relationship between employers and employees. Human resources experts pointed out that organizations which partake in staff training have yielded tremendous benefits particularly in reducing absenteeism (Patricia Lotic, 2014).

The Hawthorne studies on worker productivity as well as other different researchers worldwide elaborated those employees who have shown desire and contentment with the task which they perform have shown high job performance and they always like to be associated with their jobs than those who dislike their work (Landy, 1985). Kinicki and Kreitner (2007) pointed out that employee performance is always conducive and high in happy and content workforce. This gives
the organizational management flexibility to motivate employees who perform above expectations so as to attain organizational targets (Kinicki and Kreitner, 2007).

Leonard – Barton (1992) elaborated that there are various organizations or companies who have the desire to out-compete other firms. He went on further to suggest that such types of organizations give value to knowledge as a way of developing a competitive edge. Training should be considered as an organizational system which must ensure that employees learn within organizations (Leonard – Barton, 1992). Other researchers such as Pfeiffer (1994) held the same opinion that workers who have received training have been able to achieve organizational performance targets as well as achieving a competitive edge (advantage) at the market place. Training is seen as a process of making sure that the workers within organizations demonstrate a sense of efficiency in completing different activities (Lawler, 1993; Delaney and Huselid, 1996). It is through effective and efficient training that human resources performance is strategically managed (Lawler, 1993; Delaney and Huselid, 1996).

2.4 Impact of training on employee performance

Performance and productivity has improved and in some organizations the increase in productivity has been realized. This has been made possible because of the adoption of training. Various organizations have remained on top of the situation and those who have upheld training systems has managed to gain a competitive advantage (April, 2010). April (2010) noted that there is a strong link between firms or companies that give training to their workforce and the companies who do not. Training brings organizational competencies, the individual skills set and knowledge (Gordon, 1992). Gordon (1992) went on further to suggest that training is a form of activity which is systematic in nature and it should show an element of planning. A number of scholars have contemplated on a positive link or relationship between training or relationship between training employees within an organization as well as employee performance.

Training in organisations yields value added benefits within different organizations as well as benefits to employees (Appiah, 2010). This has been made possible by the influence which training has on employee performance through knowledge development, competencies, behavior, ability and skills (Appiah, 2010). Companies or organizations that have made great efforts in successfully making profit returns to their shareholders and other beneficiaries have done so
through an investment into employee training (Evans and Lindsay, 1999). Flippo (1976) went on to suggest that trainees who are motivated and have desire for training easily develop a new skill and they quickly acquire the knowledge. He went on further to suggest that this is the reason why there has to be a relationship between training, money, organizational employee recognition and job promotion, which is what the trainees desire.

According to Afshan et al. (2012) performance is defined as an organization’s achievement of the activities or task which is specific to a given organization which is usually calculated against identified standards of measuring the degree of accuracy, cost, completeness as well as speed. The employment contract defines employee performance as the achievement of set aside or stipulated commitments in such a way that frees the party involved (performer) against liabilities written down on the contract which he or she has engaged himself or herself. Coke (2002) stated that effectiveness and efficiency within organizations forms part of performance with the exception of productivity and competitiveness, training is the most suitable way for enhancing individual performance. Organizations set performance standards which they use to measure employee performance (Kenny et al., 1992). All firms or organizations everywhere have performance expectations which they anticipate employees to understand (Kenny et al., 1992).

Benedicta and Appiah (2010) elaborated on the existence of a positive relationship between training and the performance of employees. Training helps organizations realize the benefits by impacting or influencing the way employees perform their work (Benedicta and Appiah, 2010). This is done through building competencies, employee positive behavior, employee skills, abilities as well as development of knowledge (Benedicta and Appiah, 2010). It is very clear that training has displayed an important role in the development of the firms or organization, productivity and performance improvement and giving the companies or organizations a competitive edge to remain afloat in the market (Benedicta and Appiah, 2010). Organizations which have realized success in terms of high profit returns for shareholders, provision of quality services to beneficiaries and customers have invested on employee training in their organizations (Evans and Lindsay, 1999).

The literature above has explained that successful management of any organization around the globe both large and small requires staffing of organisations with competent employees. The formal training plans, training strategies, training programs and systems within JRG as a whole
seem not to adequately impact specific job skills for different distinctive positions in JRG and few employees within the company possess skills, abilities, knowledge and relevant competencies needed in JRG work operations.

2.7 The relationship between training and employee performance.

The strong positive relationship which is existing between organizational performances and the practice of Human resources has been verified by various scholars and related studies have been carried out (Purcell et al. 2003). Training and development programs have been in the forefront of organizational practices (Guest, 1997). Training and development programs have a greater effect or impact on the quality of workforce in an organization particularly in employee skills development, knowledge and employee capabilities which has seen the majority of employees trained improve job performance (Guest, 1997). This type of a relationship has improved the performance of organizations or firms, organizations which have embraced training practices have seen their employees perform above expectations (Guest, 1997). He went on further to suggest that training helps organizations to discover the inabilities or failures of individuals to perform their jobs.

Training should be done to develop skills and close the performance gaps (Swart et al., 2005). According to Swart et al. (2005) closing a performance gap should be done by selecting a training program which will improve employee performance. Such a training intervention should be able to improve individual skills and abilities of individuals within an organization (Swart et al., 2005). Employee skills, job related knowledge as well as employee attitudes at work place should be channeled and aligned to organizational specific needs (Swart et al., 2005). There are a lot of reasons which may also contribute to the dismal performances by organizations or firms, such reasons may include dissatisfaction at workplace, absence of motivation among employees, lack of confidence in individual skills set and capabilities, general inability to perform the jobs, work discomfort resulting from work related conflicts as well as individual failures to demonstrate their competencies (Swart et al., 2005).

The above issues which impedes organizational performances should be closely monitored and considered if the organization is coming up with a relevant training intervention practice which will be useful in solving all these performance related problems (Swart et al., 2005). The training
intervention properly selected improves employee motivation and ensures that every individual worker has desire and determination to achieve performance (Swart et al., 2005). Swart et al. (2005) went on to suggest that the superior performance among employees is a result of efficient and effective training programs which leads to motivated employees and satisfied workforce with fulfilled needs.

Effective training which organizations invest in act as a drive to employee competences, henceforth employees who receive training develop their key competences and perform as expected (Wright and Geroy, 2001). Apart from overall performance, training develops employee skills, knowledge, mold employee attitudes at workplace for future work related activities (tasks) and contribute also to firm’s superior performance (Wright and Geroy, 2001). It is the effectiveness of training which ensures that employee competencies and skills are developed, such competencies help employees to improve their work and achieve organizational objectives in a competitive environment (Wright and Geroy, 2001).

Scholars such as Bartel (1994) holds the opinion that a positive correlation exist between the production of employees and the training programs which are adopted by organizations to ensure that everything happens smoothly, (Swart et al., 2005) owners is upon the management to come up with factors that impedes training programs and also to ensure that such factors are dealt with before they hinder employee performance. The conclusion which came from Ahmand and Bakar (2003) stated that total commitment by employees within an organization is a result of training intervention which also achieves learning outcomes and performance improvements in terms of individual performance and organizational performance. Findings from Ahmand and Bakar (2003) are similar to the results generated by the research work of Kim (2006).

Arnoff (1971) stated that employee obsolescence which result from demographic factors like attitudes, ageing employees as well as failure to use latest sophisticated technology can be dealt with easily through training sessions offered to improve workforce creativity and ability. Training is a process which is systematic and focuses on development of employee knowledge and attitudes so as to perform the job or task in a satisfactory way (Obisi, 2001). Obisi (2001) also highlighted that training needs and objectives should first be considered before offering employees training.
The ability for training to make employees efficient and effective has been explained by other scholars as having the nucleus (crux) of a good management within the organization (Scott, Clothier and Spriegel, 1977). Various scholars such as Scott, Clothier and Spriegel (1977) have also explained that there is an existence of a strong bond between training and other human resources practice within an organization as (Mamoria, 1995), training ensures skills development of employees of an organization and help them appear lucrative in market value. Mamoria (1995) also stated that training molds the behavior of employees at workplace and ensure that employees focus on organizational success and in return organizations (firms) become beneficiaries of higher returns as a result of employees demonstrating superior performance. He also went on further to elaborate that employees or workers who are well trained understands wastage and they will perform at their best level in trying to reduce wastage of resources in a firm or organization. Successful organization takes courage in delegating responsibility and authority among well trained employees due to their high confidence levels in trained employees (Mamoria, 1995).

The above literature and scholars have contemplated that training improves and increase employee performance however, Cheramiieet et al. (2007) elaborated that there is resistance and hesitation among other managers in different organization in offering employees training. They went on to suggest that some employees seek training as a way of strengthening themselves for individual gain so that they are attractive to other organizations. Some employees do it for value addition (Cheramiieet et al., 2007), while with other employees training helps them to maneuver to better paying companies for the sack of greener pastures (Cheramiieet et al., 2007). Cheramiieet et al. (2007) also suggested that the above reasons make organizations view an investment in training programs as a liability or cost in an organization. Employees of organizations which do not offer training programs have the tendency of improving themselves at their own cost (Baruch, 2006). These employees tend to further their carriers at their own will and without seeking financial aid to their organizations (Baruch, 2006).

JRG employees are in atrocious need of substantial training on the job to earn obligatory or requisite skills, knowledge, ability and competencies essential to make considerable contribution towards the company’s growth. JRG operations have been coupled with challenges in failure to adopt new technology and methods, failure to adapt to operational changes, inappropriate
conduct at work places, absence of team work, poor communication skills at work places, late completion of work as well as increased number of caterpillar equipment on

2.8 Conceptual framework

The designed framework of this research is created to illustrate a relationship among training and employee performance as shown in the diagram below:

![Conceptual Framework Diagram]

The above diagram shows training as an independent variable and employee performance as the depended variable. There is a relationship between training and employee performance. Employee performance is divided into performance areas and development areas. Both these areas are influenced by the training which is provided to employees. The training provided to employees should be delivered properly, correct and consisted training goals should be established as well as the knowledge of the trainers must be of direct benefit. The above literature on the relationship between training and employee performance as well as the literature on the impact of training on employee performance supports the above conceptual framework. The next chapter covers the research methodology.
CHAPTER 3

3.1 Introduction
This chapter covers the methodology of research, the design of research, the research philosophy as well as the research strategy which was used to conduct the research. Survey research methodology is also discussed in this chapter. Here the researcher seeks to identify the reasons why the strategy was selected as well as its uses. The research design which includes the sampling techniques, population, data collection and data analysis are also described in detail.

3.2 Research design
Mouton (1996) defines a research design as a combination (set) of guidelines and necessary instructions which are to be considered in looking at the research problem. Mouton went on to elaborate that the main function of the research design is to ensure that the researcher anticipates what the correct research decisions should be in such a way that maximizes the validity of the research findings. The research design takes into account the relevant methods for data collection, measurement and data analysis which is related to the research objectives. The survey of JR Goddard contracting is selected as a research design of this study. The choice of a survey method is justified because the researcher has no control of the variables and the outcome. Three JRG sites were used. One hundred and thirty three employees were selected using convenience sampling technique, to which questionnaires were administered. The questionnaires were administered personally by the researcher to the respondents, selecting every 3rd employee counted from the various occupations on sites.

3.3 Research philosophy
Philosophy focuses on views on how the whole world works. It seeks to look into the reality of the world, the knowledge as well as the existence (White, 2000). White (2000) contemplated that the study of research can be conducted using the quantitative and qualitative approaches. The process of inquiry or investigation into research yields similar results even though the researchers may choose to use different methods and retreat into paradigms creates debate and hinders research progression (Hammersley, 1992). Silverman (2000) however has come up with arguments on views that the two approaches are evaluated in a different way and that quantitative research has shown a higher level of superiority due to being value free.
3.3.1 Qualitative approach
Qualitative research is a field of inquiry or process of generating an understanding based on distinctive methodological traditions of inquiry that focuses mainly on the exploration of social and human problems. Creswell (1994) suggested that qualitative research carryout the study of research in a natural set-up through building complexity, analysis of words, hostile pictures and reporting of detailed opinions of informants. Qualitative research has an element of interpretivism, naturalism and is also multidimensional in nature and focus (Denzin and Lincoln, 2005). According to Denzin and Lincoln (2005) this means coming up with a study of things focusing on their natural status, trying to generate sense of or the interpretation of a phenomena basing on the meaning which is derived from people giving explanations to a given phenomena.

3.3.2 Quantitative approach
The origins of quantitative research could be traced back to 1250 A.D and came into being due to the need by the researchers to quantify the data (William, 2007). Leedy and Ormrod (2001) pointed out that quantitative research focuses entirely on experimentations and surveying as it has its fame grip and emergency on existing theories. The research methodology of quantitative research is based on the assumptions of the empiricist paradigm (Cresswell, 2003). Quantitative research focuses on coming up with predictions as well as relevant explanations. The purpose is to come up with the validations in relationships as well as research generalizations that has a significant additions to the theory (Leedy and Ormrod, 2001). Cresswell (2003) pointed out that quantitative research uses different strategies in coming up with the research inquiry which include surveys and experimental inquiries and conduct data collection using data collection instruments that generates statistical data. According to Leedy and Ormrod (2001) quantitative research can be classified into 2 ways namely descriptive experimental and causal comparative. Quantitative research is viewed as a research methodology that looks into important descriptions of the phenomena which have been observed and seeks to identify explanations of relationships which exist between longitudinal developments, descriptive surveys and correlation research designs (Denzin and Lincoln, 2005). Quantitative research evaluates evidence, theories and seeks to test the hypothesis (White, 2000).
Advantages of quantitative methods

The advantages of the quantitative method include:

- Listing the research problem in a specific manner (Frankfort-Nachmias & Nachmias, 1992).
- Showing clearly the independent and dependent variables under study (Matveev, 2002).
- Making a follow up on research goals, coming up with relevant objective conclusion, hypothesis testing and coming up with causality issues (Matveev, 2002).
- Seeking data reliability through controlled observations, mass surveys and laboratory experiments (Balsley, 1970).
- Eradicating or limiting subjectivity in judgment (Kealey & Protheroe, 1996);

3.3.3 Qualitative versus Quantitative Research

Table 3A

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Gives an understanding of social interactions and interpretations</td>
<td>Come up with effective predictions, test the hypothesis as well as consideration of the cause and effect.</td>
</tr>
<tr>
<td><strong>Group Studied</strong></td>
<td>The group is very small and there is no random selection</td>
<td>The group is very large and it involves random selection</td>
</tr>
<tr>
<td><strong>Variables</strong></td>
<td>There is no focus on variables, it looks into the entire study</td>
<td>Looks into particular variables</td>
</tr>
<tr>
<td><strong>The data type collected</strong></td>
<td>Does not involves statistics but instead looks at objects, words as well as images</td>
<td>The data involves statistical calculations as well as numbers.</td>
</tr>
<tr>
<td><strong>Type of data being analysed</strong></td>
<td>Involves an analysis of themes, various patens as well as features.</td>
<td>Comes up with statistical relationship which exists.</td>
</tr>
<tr>
<td><strong>Subjectivity and</strong></td>
<td>There is an element of subjectivity being anticipated.</td>
<td>There is an element of objectivity.</td>
</tr>
<tr>
<td><strong>Objectivity</strong></td>
<td>Roles and duties of the researcher</td>
<td>Results</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>The bias from the researcher can be easily identified by the respondents or participants and the researcher can also in-turn know different characters of participants.</td>
<td>The bias from the researcher cannot be easily identified and the characteristics of participants are hidden so that the researcher cannot see them.</td>
</tr>
<tr>
<td></td>
<td>The research findings are specialized and findings are not easily generalizable.</td>
<td>The research findings are not specialized and there can be generalized to different population.</td>
</tr>
<tr>
<td>Human behavior view</td>
<td>There is an element of dynamism, personal, social element as well as a situational element.</td>
<td>Involves regulatory as well as predictability.</td>
</tr>
<tr>
<td>Research Objectives which are common</td>
<td>Construct, explore and discover</td>
<td>Predict, describe as well as explain</td>
</tr>
<tr>
<td>Focus</td>
<td>Looks into depth of phenomena under study.</td>
<td>Looks into testing a particular hypothesis.</td>
</tr>
<tr>
<td>Nature of the observation</td>
<td>The behavior which exists in</td>
<td>The behavior is being studied</td>
</tr>
</tbody>
</table>
an environment which is natural is studied. under conditions which are controlled through the isolation of causal effects.

<table>
<thead>
<tr>
<th>Nature of Reality</th>
<th>Views world as having multiple realities as well as being subjective</th>
<th>Views the world as a single reality and as being objective.</th>
</tr>
</thead>
</table>

| Final Report | The research is narrative in nature, it has quotations which are direct derived from participants as well as descriptions which are contextual. | The report is statistical, has correlations, significance is calculated as well as means and standard deviations. |

**sources:** Johnson & Christensen (2008).

### 3.3.4 Selecting the suitable approach

The nature at which research is conducted, requirements of information, available resources (time, finance, human capital) as well as the study context is what is required to make a choice between quantitative and qualitative research (Yin, 2003). The study used the quantitative approach because the survey research methodology is usually quantitative in nature (Polland, 2005). Polland (2005) pointed out that the use of the use of the survey methodology of research has to satisfy the following conditions namely; if the research goals call for quantitative and qualitative methods of research, when the information which is being considered or sought after is very specific in nature and known to respondents. The choice of survey research method was suitable for this research due to the fact that the research has no absolute control of the variables under study and the research outcomes (Chinomnso, 2014).

### 3.4 Research strategy

In coming up with a research choice, the connection between theory and research question as well as the ontology and epistemology of research will be important since both quantitative and
qualitative research strategies are different in these respect (Bryman, 2004). According to Bryman (2004) the origins of qualitative research are being traced back to the positivist perspective. Research can be done through several ways which include the following: experiments, histories, case studies, surveys as well as an analysis of the information from the archives (Yin, 2003).

The research seeks to determine the impact of training on employee performance based on a survey of JR Goddard contracting. In this research, the researcher has no control over the results or findings and the research questions involves the following; where, how, what, who, how many as well as how much (Chinomnso, 2014). The table which is shown below shows three conditions and how these conditions have a relationship between five major strategies important in research.

**Table 3B: Relevant situations for different research strategies**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Form of research question</th>
<th>Requires control of behavioural events</th>
<th>Focuses on contemporary events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>Why, How</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Survey</td>
<td>How, how many, what, how much, who and where</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Archival analysis</td>
<td>How much, what, where, who and how many</td>
<td>No</td>
<td>Yes/no</td>
</tr>
<tr>
<td>History</td>
<td>Why, how</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Case study</td>
<td>Why, how</td>
<td>no</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Source: Yin, 2003
From the table proposed by Yin (2004), the researcher chose the survey strategy. This survey strategy will seek to answer the following research questions: What is the impact of training on employee performance in different performance and development areas in JR Goddard contracting? In what ways is training linked to employee performance in different performance and development areas in JR Goddard contracting? The survey research method was most appropriate because the researcher has no control of the variables as well as the outcome (Chinomnso, 2014).

3.5 Survey strategy

According to Polland (2005), surveys are also called questionnaires and these seek to ask questions from people who voluntarily provide information about their opinions, attitudes, behaviors as well as beliefs. The effectiveness and the success of the survey research is a result of how closely the respondents answers match the reality on the ground (Polland, 2005). Surveys include the following, cross-sectional and longitudinal studies using questionnaires or interviews which are structured to enhance data collection, with the idea of generalizing from a sample to a population (Babbie, 1990).

In this research strategy, the sample subject is taken out of a population and studied to make a meaning about a given population (Wilson, 2006). According to White (2000) the frequency of a particular population is counted (descriptive survey) which can be either at a single point in a time or at numerous times for comparisons. Surveys where the researcher seeks to find out the existence of the relationship between variables are referred to as analytical surveys (White, 2000). According to Wilson (2006) survey strategies constitute unstructured questions and the recording of subject’s responses. Thus, the survey strategy was used in this research.

Uses of surveys

Polland (2005) came up with four main uses of survey strategies as follows;

(a) Descriptive research - Surveys are very useful in describing the phenomena and summarizes them. In descriptive research, the main purpose of the survey is to get a specific measurement of things like political preferences.
(b) Causal explanation- Surveys here seeks to provide a measurement of the associations between things like school grades and self esteem. The data which is generated from the surveys gives a causal explanation to phenomena such as giving an explanation why there are teen pregnancies and why teams take drugs.
(c) Evaluation - Surveys determine the degree to which an objective desired is achieved as a result of a planned program.
(d) Prediction – The data from the survey is essential in forecasting for future events.

3.6 Data collection

3.6.1 Population

Eboh (2009) defined a population as a collectivity of all items within a given field of inquiry or study. A population is defined as a subject under study which is chosen by the research and the researcher focuses more of his or her attention to it. Population is a whole set of the cases or the members within a group (Saunders et al, 2009). Bhattacherjie (2012) also defined a population as a combination of the people and the items which have the characteristics which the researcher seeks to conduct his or her study. In this research we obtain the list of 3 main projects in JR Goddard contracting as shown on Table 3C and obtained the list of employee’s population and the professions on individuals. The categorization of the population into 3 different operational sites and professions is based on the fact that they are classes of employees in the organization under study.

Table 3C Population of the Study

<table>
<thead>
<tr>
<th>JRG PROJECTS</th>
<th>POPULATION</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Operation Manager</td>
<td>Diesel Plant Fitters</td>
</tr>
<tr>
<td>Ngezi South Pit (Zimplats)</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>Pickstone Gold Mine (Chegutu)</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>Hopeville Project (Bulawayo)</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>99</td>
</tr>
</tbody>
</table>
3.6.2 Sampling Procedure

Sampling is a technique or unique process where a choice of a sub-group from a given population is made to partake in the study. It is a process which involves the choice of individuals and these individuals who are chosen for the study has a total representation of the larger group where they are selected from (Ogula, 2005). According to Wanjohi (2012) the research involves two main sampling procedures namely probability and non-probability sampling. The characteristics of the population of the study (size and diversity) as well as the objectives of research is a clear determination of the number (how many) of the individuals being selected (Bernard, 1995). The table below shows different sampling procedures;

Table 3D: Sampling procedures

<table>
<thead>
<tr>
<th>Non probability procedures</th>
<th>Probability procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenience</td>
<td>Simple random</td>
</tr>
<tr>
<td>Judgemental</td>
<td>Cluster</td>
</tr>
<tr>
<td>Quota</td>
<td>Stratified</td>
</tr>
</tbody>
</table>


According to Wanjohi (2012), probability sampling is a type of sampling where an individual have an equal opportunity of being selected. Probability sampling has four types of sampling namely random, cluster, stratified as well as sampling using multiple-probability techniques (Teddle and Yu, 2007).

Simple Random Sampling Procedure

This is the type of sampling which forms a base of other sampling methodologies (Wanjohi, 2012). According to Kanupriya (2012) simple random sampling is done by first coming up with a list of individuals (Sampling frame) of a population. It is usually from this exhaustive list were
individuals stands an equal chance of selection round (Kanupriya, 2012). Simple random sampling can also be referred to as the lottery method.

**Stratified Sampling Procedure**

This is the type of sampling method where the population which is under study is taken and divided into sub-groups which are called stratus (higher income, lower income and medium income) and each unit of a population belong to such stratum (Wanjohi, 2012). Hunt and Tyrrell (2001) elaborated that this sampling type gives a full representation of the population under study.

**Cluster Sampling Procedure**

Clusters are developed in this sampling method (Ahmend, 2009). A cluster (e.g. school, hospital or neighborhood) is also referred to as a group which has population elements (Ahmed, 2009). The method of population is used to make a choice of a sample of a cluster (Ahmed, 2009). The survey is then conducted among the individuals of a chosen cluster (Ahmed, 2009). According to Wanjohi (2012) the advantage of cluster sampling is that it is feasible appealing and economically sound due to its cost efficiency.

**Convenience sampling**

In research it will be crucial to use the whole population, but in most cases it is not possible to include every subject because the population is almost finite. This is the rationale by considering sampling techniques like convenience sampling by most researchers (Dornyei, 2007). Convenience sampling also known as haphazard sampling is a non-probability type of sampling where members of all the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time or the willingness to participate are included for the purpose of the study (Dornyei, 2007). It is also referred to the searching of the subjects of the population that are easily accessible to the researcher (Given, 2008). Convenience sampling technique is applicable to both qualitative and quantitative studies, although it is frequently used in quantitative studies (Dornyei, 2007).
Sampling Method Selected
Bhattacherjee (2012) defines sampling as a process of statistics which is used to select a subset (known as sample) of the population (of interest) under study to make certain observations and inferences of statistics concerning a population. Easy accessibility, geographical proximity, availability at a given time and the willing participation of respondents has prompted the researcher to use convenience sampling.

Sampling size and sampling procedure
The sample size was 133 made up of 13 Operation managers, 30 Diesel plant fitters, 30 Carpenters, 30 Masonry concreters as well as 30 Machinery operators as shown in Table 3E. The sample size of 133 was small for the kind of study intended but time and financial resource constraints made it imperative to restrict the sample to that size.

Sampling procedure employed was;
   a. All the employees from JRG’s three main sites were included in the study to allow for adequate representation of the various views expressed.
   b. Convenience sampling selection method was used. All 100 employees who were administered with questionnaires returned all of them ensuring a 100% response rate.

Table 3E Representation of selected sample size

<table>
<thead>
<tr>
<th>JRG PROJECTS</th>
<th>SAMPLE SIZE</th>
<th>TOTAL SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Operation Manager</td>
<td>Diesel Plant Fitters</td>
</tr>
<tr>
<td>Ngezi South Pit (Zimplats)</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Pickstone Gold Mine (Chegutu)</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Hopeville Project (Bulawayo)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
3.7 Data sources

Information gathering about a certain situation, problem, person or phenomena can be done using 2 major approaches. When the research is being carried out usually in certain circumstances, the relevant information has to be collected, however, sometimes the relevant information which is required for the study is already available and need to be taken out or extracted (Kumar, 2011). The study used both primary and secondary data in carrying out data gathering and analysis.

Secondary Source
Secondary data is the information which is recorded in books, journals, articles and other publications. This information has been gathered and interpreted by various scholars and researchers. In collecting secondary data for this research, existing and related records like annuals reports, publications, newsletters etc. was used.

Primary Source
Primary data is the firsthand data or raw data, records which are original or materials which come from witnesses of the events under study. In collecting the primary data for the study, questionnaires were used. The advantage of primary data is its ability to offer greater control over data accuracy and its relevancy to the problem at hand.

3.7.2 Research Instrument Selected
Research instruments can also be referred to as the fact finding strategies within a given research (Godfred, 2016). It is a tool which is essential for collecting data. Research instruments consist of the questionnaires, interviews, reading and observations (Godfred, 2016). It is the responsibility of the researcher to make sure that the research instrument selected is valid and reliable (Godfred, 2016). The reliability and validity of the research project depends entirely on the correctness of the instrument (Godfred, 2016). Procedures which are used for data collection should be examined to check the likelihood of giving expected results (Godfred, 2016).

A self-administered questionnaire was utilized as shown on Table 3B. 133 questionnaires were distributed in total. The questionnaire obtained and modified from past research papers by
Aidah Nassazi (2013), Joseph Kenedy (2009) and Saghir J (2014). It is comprised of 4 sections. A and B1a, B1b, B1c as shown on Table F. Appendix A shows the questionnaire.

Table 4F Questionnaire sample

<table>
<thead>
<tr>
<th>AIMS OF QUESTIONNAIRE</th>
<th>QUESTION NO</th>
<th>TYPES OF QUESTIONS</th>
<th>STATISTIC TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Respondents information</td>
<td>1-5</td>
<td>Multiple choice Questions</td>
</tr>
<tr>
<td>B1a</td>
<td>Training</td>
<td>1-6</td>
<td>5 – Liket Scale</td>
</tr>
<tr>
<td>B1b</td>
<td>Training techniques preferred by JRG employees</td>
<td>1-4</td>
<td>5 – Liket Scale</td>
</tr>
<tr>
<td>B1c</td>
<td>Training programs offered by JRG</td>
<td>1-4</td>
<td>5 – Liket Scale</td>
</tr>
<tr>
<td>B2a</td>
<td>Training and development strategies at JRG.</td>
<td>A-I</td>
<td>5 – Liket Scale</td>
</tr>
<tr>
<td>B2b</td>
<td>Relationship between training and employee performance in performance and development areas in JRG.</td>
<td>A-J</td>
<td>5 – Liket Scale</td>
</tr>
<tr>
<td>B3a</td>
<td>Performance Areas</td>
<td>A-D</td>
<td>5 – Liket Scale</td>
</tr>
<tr>
<td>B3b</td>
<td>Development Areas</td>
<td>A-D</td>
<td>5 – Liket Scale</td>
</tr>
</tbody>
</table>
3.7.3 Reliability of the Research Instrument

Reliability is known as the tendency towards consistence which is often found in repeated measurements (Carmines and Zeller, 1979). Before the research was conducted, pilot testing was done by testing 15 professional individuals particularly for the purpose of checking reliability of our questionnaires. Hence, the primary data on dependant variables was also collected.

3.8 Finding and interpretations

After gathering the data returned questionnaires were coded and data entered into SPSS (Statistical Package for the Social Sciences) for the purpose of analysis and tabularizing the data descriptively, then this information was then eventually used to measure agreeableness and disagreeableness of the employees. Respondents were analyzed using tables, SPSS to determine reliability, descriptive statistics, and correlation and regression analysis. The reason for the choice of SPSS was based on the following:

I. **Multiple options** (SPSS is purposively programmed for statistical data analysis and it includes more methods, charts and graphs),

II. **The management of data is often effective and quicker** (SPSS enables the analysis of data to be quicker due to its quicker access of case allocation and variables)

III. **Good organization of the output** (The programs separate the output from the data itself. Different results are kept in different files that are separate from the data)

3.9 Ethical considerations

The primary assumptions of the ethics in this research were:

- Voluntary participation
- No physical or psychological harm to subjects
- Integrity
- PAC: Privacy, anonymity and confidentiality
The top management within JRG was approached and gave written approval to approach members of staff for completion of the survey questionnaire. No consent forms were required for the survey, since the respondents gave their consent upon choosing to complete the questionnaire. Moreover, the completed dissertation made no direct reference to any employee within JRG, and all data collected remained totally confidential. Finally, upon completion, a copy of the dissertation was made available to the top management of JRG.

3.10 Chapter summary

The chapter discussed research design used to conduct the research. The research philosophy was also explained. Qualitative and quantitative research approaches were discussed, compared and contrasted. The choice of quantitative approach was justified. Study population, sample size and sampling procedure was discussed and explained as well as various types of sapling procedures. The choice of the research instrument (questionnaire) was justified and explained. The last sections of the chapter dealt with the reliability of the instrument as well as ethical consideration. In the next chapter the researcher discusses and analyses the findings of the research.
CHAPTER 4
DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The chapter discusses data analysis and presentation of results. The chapter will also seek to address the objectives of the study. The study formulated the following objectives: To identify training and development strategies at JR Goddard contracting; To identify the impact of training on employee performance in different performance and development areas in JR Goddard contracting; To examine the relationship between training and employee performance in performance and development areas in JR Goddard contracting; To recommend the appropriate training strategies to improve employee performance in JR Goddard contracting. The findings below will address and give a detailed presentation of results to answer these objectives listed above. The statistical software that was used to conduct the analysis is IBM SPSS Statistics 21. Microsoft Excel had also been used for graphical presentation in some cases.

4.1 Descriptive statistics

4.1.1 Gender of the respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Male</td>
<td>133</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The research only focuses on male employees as they form a significant portion of JRG contracting company’s staff pool. No female employee was involved in the research sample.
4.1.2 Age of the respondents

<table>
<thead>
<tr>
<th>Age group</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25 years</td>
<td>10</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td>26-35 years</td>
<td>66</td>
<td>49.6</td>
<td>49.6</td>
<td>57.1</td>
</tr>
<tr>
<td>36-45 years</td>
<td>52</td>
<td>39.1</td>
<td>39.1</td>
<td>96.2</td>
</tr>
<tr>
<td>46-55 years</td>
<td>5</td>
<td>3.8</td>
<td>3.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: IBM SPSS Statistics v21

The majority of the respondents (49.6%) fall in the 26 – 35 years age group, followed by 39.1% in the 36 – 45 years age group. The minority (3.8%) of the respondents were in the age group, 46 – 55 years.

4.1.3 Educational level

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Education</td>
<td>26</td>
<td>19.5</td>
<td>19.5</td>
<td>19.5</td>
</tr>
<tr>
<td>Ordinary level</td>
<td>94</td>
<td>70.7</td>
<td>70.7</td>
<td>90.2</td>
</tr>
<tr>
<td>Undergraduate degree</td>
<td>13</td>
<td>9.8</td>
<td>9.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: IBM SPSS Statistics v21

The majority of the respondents (70.7%), are those with Ordinal level qualification. Only 9.8% of the respondents has undergraduate degrees.
4.1.4 Employment category in the organisation

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Manager</td>
<td>13</td>
<td>9.8</td>
<td>9.8</td>
<td>9.8</td>
</tr>
<tr>
<td>Diesel Plant Fitters</td>
<td>30</td>
<td>22.6</td>
<td>22.6</td>
<td>32.3</td>
</tr>
<tr>
<td>Masonry Concreter</td>
<td>30</td>
<td>22.6</td>
<td>22.6</td>
<td>54.9</td>
</tr>
<tr>
<td>Carpenter</td>
<td>30</td>
<td>22.6</td>
<td>22.6</td>
<td>77.4</td>
</tr>
<tr>
<td>Machinery Operator</td>
<td>30</td>
<td>22.6</td>
<td>22.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The research sample involves 30 diesel plant fitters, 30 masonry concrete, 30 carpenters, 30 machinery operators and 13 operations managers.

4.1.5 Working experience

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>17</td>
<td>12.8</td>
<td>12.8</td>
<td>12.8</td>
</tr>
<tr>
<td>6-10 years</td>
<td>68</td>
<td>51.1</td>
<td>51.1</td>
<td>63.9</td>
</tr>
<tr>
<td>11-15 years</td>
<td>45</td>
<td>33.8</td>
<td>33.8</td>
<td>97.7</td>
</tr>
<tr>
<td>16-20 years</td>
<td>3</td>
<td>2.3</td>
<td>2.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The majority of the respondents, 51.1%, have 6 – 10 years of experience, and the minority, 12.8%, has 1 – 5 years of experience.
4.2 Perceptions on the current Training procedures at JRG contracting

The findings in the descriptive statistics table above indicate that the average response on whether training programs are regarded as key issues, was 2.95 (3), which entails that on average all sampled employees maintained a neutral perception on the importance attached to training as a key issue in the company. The average response on whether employees undergo training to acquire relevant skills was 3.71 (4), showing that the respondents agree that employees undergo training to acquire relevant skills. On whether training needs are identified through a formal performance appraisal mechanism, the average response was 2.81 (3), which entails that on average employees were neutral to the notion that training needs are identified through formal performance appraisal mechanism.

The findings also show that to a moderate extend (2.53), the sample show that the employees had a neutral response to the view that training needs are realistic, useful and based on strategy. It can also be clearly seen from the descriptives that (mean response of 3.31) employees were again neutral to the notion that there are formal training evaluation methods to assess the effectiveness of the training.

The company has a system for calculating cost and benefit of training 133 4 1 5 2.86 1.179 1.391 0.21 0.21 -0.814 0.417

Source: SPSS Output
of the training. The average response for the view that the company has a system for calculating cost and benefit of training was 2.86 which indicates again that the employees held a neutral position to the notion that the company has a system for calculating cost and benefit of training.

From the above narrations it can be clearly inferred that on average employees maintained a neutral perception on the effectiveness and strength of the current training system.

Below is a bar showing to show how the respondents perceive the current training system;

From the above bar chart it can be clearly deduced that over two thirds of the respondents were neutral on the effectiveness and how the current training system is being conducted. However the remaining agreed to the notion that employees undergo some training to acquire relevant skills related to their work stations.
4.3 Investigating training techniques preferred by JRG employees;

The findings from the descriptive statistics table above show that to a large extent, employees agreed that they prefer classroom or instruction led training. The average response was a 3.81, which entails that on average employees agree to the claim that they prefer classroom or instruction led training. To a very large extend (average response of 4.11), JRG employees agreed that they prefer hands on training like apprenticeship. However, an average response of 2.99, indicates that most employees were neutral on their knowledge of interactive training at JRG. However, it had been identified that to a moderate extend JRG employees agreed that they favour computer based training.

It can be concluded that a significant proportion of JRG employees indicated that they prefer classroom or instruction led training, hands on training, and computer based training. The
employees however remained neutral on whether they were aware that interactive training technique had been continuously used at JRG.

Below is an investigation that was conducted to determine the proportion of employees that favour a particular training technique;

<table>
<thead>
<tr>
<th>Training technique</th>
<th>Cases in favour (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom or instruction led</td>
<td>77.44</td>
</tr>
<tr>
<td>Hands on training techniques (apprenticeship)</td>
<td>82.71</td>
</tr>
<tr>
<td>Interactive training</td>
<td>41.35</td>
</tr>
<tr>
<td>Computer based training techniques</td>
<td>57.14</td>
</tr>
</tbody>
</table>

The majority of the employees (82.7%) highlighted their preference on hand on training techniques. Above three quarters (77.4%) indicated that they also favour classroom or instruction led training procedure. To a moderate extend (57.1% of the cases) the employees also expressed their preference for computer based training techniques. Only 41.35% indicated that they know that interactive training is being continuously conducted at JRG.
The same conclusions can be drawn from the bar chart below;

The majority of the employees favour hands on training technique.

### 4.4 Establishing the current training programs being offered by JRG

<table>
<thead>
<tr>
<th>Training program</th>
<th>At least agree that the program is being offered</th>
<th>Disagree and do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition reimbursement to those furthering education</td>
<td>36.09</td>
<td>63.91</td>
</tr>
<tr>
<td>Occupational health and safety training course to all new employees</td>
<td>89.47</td>
<td>10.53</td>
</tr>
<tr>
<td>JRG hires instructors from BARZEM Zimbabwe to train machinery operators</td>
<td>80.45</td>
<td>19.55</td>
</tr>
<tr>
<td>JRG has an internal apprenticeship training programme</td>
<td>75.19</td>
<td>24.81</td>
</tr>
</tbody>
</table>

*Source: SPSS frequency tables*
So from the relative frequency table above it can be inferred that there are only three training programs with a significant effect on quite a huge proportion of employees. Almost 90% of the employees agree that JRG offers occupation healthy and safety training course to all new employees. The other training program on offer involves hiring instructors from BARZEM Zimbabwe to train machinery operators, 80.45% of the employees had been exposed this training program. As a way to motivate its employees the company also offers the most favoured training technique to its employees, which is an internal apprenticeship training program, almost 75% of the employees had been exposed to such a training program. An insignificant proportion (way off 50%, only 36%) of employees indicated that the company offers tuition reimbursement to those employees furthering on their education. Very few employees agree that they know of this education scheme, thus it is regarded as an uncommon training program. If the program is really on offer then it implies that it is being availed to an insignificant portion of employees.

The bar chart below show the most common training programs offered by JRG to its employees;

The findings from the bar chart clearly show that a significant proportion of employees (above 60%) are unaware that the company offers tuition reimbursement to those furthering on their education. This is shown by a relatively shorter blue bar (less than 40% of the cases) of those
who seem to know of this program and a longer bar representing the proportion of those who disagree that the training program is being offered. However for other programs the bars for those who disagree and unaware of the training program seem to be of insignificant height validating the existence of the training program.

4.5 Relationship between training and employee performance in performance and development areas in JR Goddard contracting:

   a) Assessing the impact of training programs in JRG sites on the quality of workers knowledge, skills and capability

<table>
<thead>
<tr>
<th></th>
<th>Proportion of employees (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training has positive effect</td>
<td>67.67</td>
</tr>
<tr>
<td>Training has no effect</td>
<td>9.02</td>
</tr>
<tr>
<td>Training has negative effect</td>
<td>23.31</td>
</tr>
</tbody>
</table>

Findings from the research indicated that the majority of the respondents (employees), 67.7% agree to the notion that training has a positive effect on the quality of workers knowledge, skills and capability. However an insignificant portion of respondents believe that training has no impact on the quality of workers knowledge, skills and capability. About 24% of the employees however believe that training has a negative effect on employee performance.

Thus it can therefore be concluded that approximately 68% of the training slots had positively impacted on the quality of workers knowledge, skills and capability. The same conclusion can be arrived at by looking at the results shown in the bar chart below.
b) Establishing whether training at JRG sites help solve performance related problems at work

<table>
<thead>
<tr>
<th>Proportion of employees (%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Training help resolve employee performance related problem</td>
<td>71.43</td>
</tr>
<tr>
<td>Training has no significant effect</td>
<td>19.55</td>
</tr>
</tbody>
</table>

Source: SPSS freq table

Findings shown in the table above indicate that the majority of the employees agree to the notion that training at JRG sites help to resolve performance related problems. However an insignificant portion of the employees indicated that though training has an effect on problem solving at work place, this effect is insignificant.

c) Testing whether employee competencies in JRG contacting sites change through effective training programs.
It can therefore be concluded that there is sufficient evidence from the sample data that effective training tends to change employee competencies significantly. This is evident by the 66.17% of the employees who agreed that effective training change employee competencies significantly.

**d) Investigating whether Training in JRG enhances the knowledge skills and attitude of the workers necessary for the future job**

<table>
<thead>
<tr>
<th>Proportion of employees (%)</th>
<th>Source: SPSS freq table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training changes employee competencies significantly</td>
<td>66.17</td>
</tr>
<tr>
<td>Training changes employee competencies significantly</td>
<td>24.06</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of employees (%)</th>
<th>Source: SPSS freq table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training enhances employee skills and attitude necessary for future job</td>
<td>52.63</td>
</tr>
<tr>
<td>Training insignificantly enhances employee attitude</td>
<td>47.37</td>
</tr>
</tbody>
</table>

From the findings it can be clearly seen that there is sort of a balance on the perceptions for the employees on whether training enhances employees’ skills and attitude necessary for future job. We can therefore conclude that it’s by chance that a training program sometimes enhances one’s skills and attitude necessary for future job but it’s not guaranteed that each time an employee is exposed to certain training scheme his/her skills and attitude tend to be enhanced for his/her future job prospects. There is only 2% chance more likely that training enhances employee’s skills and attitude.
e) Testing whether training provided by JRG develops employee competencies that will enable them to implement the job related work efficiently and achieve JRG objectives in a competitive manner.

<table>
<thead>
<tr>
<th>Proportion of employees (%)</th>
<th>Training develops employee competencies thus giving employees competitive advantage</th>
<th>66.17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training insignificantly develops employee competencies</td>
<td></td>
<td>33.83</td>
</tr>
</tbody>
</table>

Source: SPSS freq table

The findings from the sample indicate that there is 66% chance that training acquired by an employee will develop his/her competencies which will then give one competitive advantage.

f) Establishing whether high levels of employee commitment are achieved in JRG if training achieves learning outcomes and improves the performance of employees.

<table>
<thead>
<tr>
<th>Proportion of employees (%)</th>
<th>Training achieves high levels of employee commitment</th>
<th>75.19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training insignificantly achieves high employee commitment</td>
<td></td>
<td>24.81</td>
</tr>
</tbody>
</table>

Source: SPSS freq table

The researcher can safely infer that training in most instances (75% of the chances), tend to achieve high levels of employee commitment if training achieves learning outcomes and improves the performance of an employee.
g) Assessing whether training sessions accelerate the initiative ability and creativity of the workforce on JRG contracting sites

Findings from the sample data are sufficient for the researcher to infer that current training programs at JRG contracting sites insignificantly accelerates individual’s initiative and creativity.

h) Testing whether training in JRG enables employees to develop themselves within the firm and raise their market value in the market
It is evident from the pie chart that training significantly enables employees to develop themselves within the firm and raise their market value in the market.

i) Assessing whether training shapes employees’ job related behavior in JRG

![Proportion of employees (%): Employee perception](image)

It is evident from the bar chart that training significantly shapes employee job related behaviour in JRG. This inference is supported by 70% of the employees, which is a significant proportion of employees.

j) Investigating whether well trained workers are able to make the best use of JRG resources along with minimum level of wastage

<table>
<thead>
<tr>
<th>Training in JRG significantly ensures optimal utilization of JRG resources along with minimum level of wastage</th>
<th>Proportion of employees (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training insignificantly ensures optimal utilization of JRG resources</td>
<td>83.46</td>
</tr>
<tr>
<td>Training insignificantly ensures optimal utilization of JRG resources</td>
<td>16.54</td>
</tr>
</tbody>
</table>

Source: SPSS freq table
There is sufficient evidence from the sample that training in JRG significantly enables workforce to ensure optimal utilization of JRG resources along with minimum level of wastage. This inference is supported by 83% of the employees.

4.6 Multiple response analysis (Relationship between training and employee performance in performance and development areas in JR Goddard contracting)

<table>
<thead>
<tr>
<th>Case Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>$TRAIN_Perf_Dev^a</td>
</tr>
</tbody>
</table>

a. Dichotomy group tabulated at value 4.

The researcher used multiple response analysis to determine the overall employee perception on the relationship between training and employee performance in performance and development areas in JR Goddard contracting. From the above multiple response table, it can be clearly seen that 88.7% of the entire sample set agree that the current training procedures at JR Goddard
contracting have a positive impact on employee performance and development areas. Only 11.3% however have a view that the current training program has insignificant effect on employee performance and development areas.

4.7 **Bivariate correlation analysis of the impact of training on performance and development areas.**

**Performance areas**

<table>
<thead>
<tr>
<th></th>
<th>Pearson correlation</th>
<th>Sig. (2-tailed)</th>
<th>Significance of the correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>.397**</td>
<td>0.000002</td>
<td>significant</td>
</tr>
<tr>
<td>Communication skills</td>
<td>.198*</td>
<td>0.022527</td>
<td>significant</td>
</tr>
<tr>
<td>Machinery repair skills</td>
<td>.497**</td>
<td>0.000001</td>
<td>significant</td>
</tr>
<tr>
<td>Team work</td>
<td>.277**</td>
<td>0.001235</td>
<td>significant</td>
</tr>
</tbody>
</table>

**Development areas**

<table>
<thead>
<tr>
<th></th>
<th>Pearson correlation</th>
<th>Sig. (2-tailed)</th>
<th>Significance of the correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work ethics</td>
<td>.396**</td>
<td>0.000002</td>
<td>significant</td>
</tr>
<tr>
<td>Adapting to changes</td>
<td>0.067</td>
<td>0.443313</td>
<td>insignificant</td>
</tr>
<tr>
<td>New technology</td>
<td>0.115</td>
<td>0.187505</td>
<td>insignificant</td>
</tr>
<tr>
<td>New methods</td>
<td>0.021</td>
<td>0.810787</td>
<td>insignificant</td>
</tr>
</tbody>
</table>

Correlation analysis is defined as a study of the ‘relationship amongst variables, in terms of the strength. Sig (2-Tailed) value also known as the p-value shows that the relationships between variables are statistically significant or not. A correlation coefficient is considered significant if its corresponding p-value is less than 0.05. The table above shows that the training has a positive impact on employee performance. All variables under employee performance are strongly positively correlated implying that at 5% level of significance there is sufficient evidence that training strongly impacts on the performance areas of employees. Machinery repair skills shows the highest strongest positive and significant correlation with training (0.497**). Time management has the second highest strongest positive and significant correlation with training (0.397**). Other remaining variables also have positive correlation with training though the strength of their correlation with training is a bit lower than that of the two aforementioned employee performance areas variables.
Training and development also showed positive correlation, but only work ethics seem to have a strong positive significant correlation (0.396**) with training. All other variables (under development areas) are positively correlated to training but their respective correlation coefficients are not significant.

4.8 Regression analysis

Regression analysis is a statistical procedure used for estimating the relationships amongst the independent and dependents variables. The researcher fitted the regression model and the results of the regression are shown below;

4.8.1 Investigating the impact of training on performance areas

H1: Training has an impact on employee performance areas in JR Goddard contracting.

The hypothesis is accepted if the fitted model for the relationship between training and performance is significant.

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.989</td>
<td>.978</td>
<td>.978</td>
<td>.23306</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Training

From the Model summary table it can be seen that the R – square for the relationship between training and performance areas is 0.978 which entails that training accounts for 97.8% of the changes in employee performance areas. This means that training has a huge impact on enhancing optimal employee performance areas.

ANOVA*

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1286.130</td>
<td>1</td>
<td>1286.130</td>
<td>23679.018</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>28.787</td>
<td>530</td>
<td>.054</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1314.917</td>
<td>531</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance areas

b. Predictors: (Constant), Training
The Anova table shows that the relationship between training and employee performance areas is significant at 0.05 level of significance. The model is significant since the probability value of the F – statistic is 0.000 which is significant at 5% level of significance.

Since the model is significant we conclude that at 5% level of significance there is sufficient evidence from the sample that training has a significant effect on performance areas at JRG contracting.

4.8.2 Investigating the impact of training on development areas

H1: Training has an impact on employee development areas in JR Goddard contracting.

The hypothesis is accepted if the fitted model for the relationship between training and performance is significant.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.041^a</td>
<td>.002</td>
<td>.000</td>
<td>1.73610</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Training

From the Model summary table it can be seen that the R – square for the relationship between training and development areas is 0.002 which entails that training accounts for 0.2% of the changes in employee development areas. This means that training has a marginal impact on enhancing optimal employee development areas.
The contribution of training on development areas is insignificant.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>2.654</td>
<td>1</td>
<td>2.654</td>
<td>.880</td>
<td>.349b</td>
</tr>
<tr>
<td>Residual</td>
<td>1597.437</td>
<td>530</td>
<td>3.014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1600.090</td>
<td>531</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Development areas
b. Predictors: (Constant), Training

From the anova table above it can be seen that the probability value of the F – statistic is 0.349 which is greater than 0.05, thus there is sufficient evidence from the sample that the fitted model for the relationship is not significant.

Since the model is insignificant at 5% level of significance we conclude that training has no significant effect on employee development areas.

### 4.8.3 Tabulated hypothesis testing summary of finding.

X – Training.

Y – Employee Performance in JRG: performance areas & development areas.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1: Training &amp; Performance Areas</td>
<td>.989a</td>
<td>.978</td>
<td>.978</td>
<td>.23306</td>
<td>Yes</td>
</tr>
<tr>
<td>H2: Training &amp; Development Areas</td>
<td>.041a</td>
<td>.002</td>
<td>.000</td>
<td>1.73610</td>
<td>No</td>
</tr>
</tbody>
</table>
### 4.9 Investigating training strategies preferred by JRG employees;

<table>
<thead>
<tr>
<th>Strategies</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic techniques that enable the management to focus on internal strength to take advantage of available opportunities in the organisation</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>3.91</td>
<td>1.282</td>
</tr>
<tr>
<td>Examining internal strength to reduce the effect of external threats like competition and focus on opportunities to help deal with internal weaknesses</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>3.47</td>
<td>1.118</td>
</tr>
<tr>
<td>Minimizing weaknesses and avoid external threats which negatively affects organisational progress</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>3.35</td>
<td>1.238</td>
</tr>
<tr>
<td>Training aligned with the company's mission goals</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>4.80</td>
<td>1.334</td>
</tr>
<tr>
<td>Improving human performance</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>3.59</td>
<td>1.200</td>
</tr>
<tr>
<td>Focusing on selecting the right blend of delivery options</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>3.67</td>
<td>1.278</td>
</tr>
<tr>
<td>Using external training consultants to train their employees</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>3.92</td>
<td>0.910</td>
</tr>
<tr>
<td>Using internal training consultants to train their employees</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>2.43</td>
<td>1.275</td>
</tr>
<tr>
<td>Selecting effective training programs which are useful and determine the cost to find out what has worked and why.</td>
<td>133</td>
<td>1</td>
<td>5</td>
<td>2.58</td>
<td>1.238</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>133</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This information highlights the level of agreeableness and disagreeableness of the respondents by seeing the value of mean. Also show the value of standard deviation which serves as a fundamental measure of variability. The mean of the majority of the responses goes towards 4 and some are above 4 showing that the majority of the respondents agreed that the cited strategies are being effectively implemented at JRG. The highest mean was 4.80 where employees are in agreement that the training conducted in JRG is aligned with the company’s mission goals. The least mean was 2.43. This shows that the employees were hesitant on the company’s use of internal consultants to train their employees.

### 4.10 Chapter summary

The chapter presented demographic information for 133 respondents surveyed. Perceptions on the current training procedures at JRG as well as an investigation into training techniques preferred by JRG employees was explained. The current training programs being offered by JRG, relationship between training and employee performance in performance and development areas in JR Goddard contracting was presented. Bivariate correlation analysis of the impact of training on performance and development areas as well as the Regression analysis was presented. The last section of the chapter dealt with an investigation of training strategies preferred by JRG employees. The following chapter will deal with conclusions and recommendations.
CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the conclusion and recommendations of the study. The chapter aims at showing how the research objectives had been satisfied. The primary goal was to investigate the impact of training on employee performance.

5.1 Conclusions

The general benefits of training within the organizations have been discussed in the literature review. The general benefits received from training according to Armstrong (2000) are as follows; increased satisfaction and work morale, increased motivation, improved efficiency in the organizational processes emanating from gains in finance, increased organizational capacity in adopting relevant and latest new technologies and methods, increased strategic innovations and products as well as a reduction in the turnover of employees. The purpose of the study was to examine the impact which training has on employee performance in JRG.

The findings in the study suggest that training has a significant impact on employee performance in employee performance areas and an insignificant impact on employee development areas in JRG. The training given to employees to a greater extent contributes to employee performance areas. It is concluded that training cannot be overlooked in JRG and the company has created and implemented an advanced roadmap for training as it enhances employee performance, build skills, motivate employees and build a sense of teamwork at work places. It can also be concluded that the current training provided in JRG comes short in improving the employee development areas and less effort has been injected to streamline training so that it also improves employee ability to adapt to new changes, new methods and new technology.

The results show that there is a strong relationship between training and employee performance in performance areas and a weak relationship in development areas. The conclusion can be made that effective training changes employee competencies, skills, commitment levels, efficiency and effectiveness of employees in JRG. It is concluded that success in JRG in terms of employee
performance depends to a greater extent on the considerable and continuous investment in training.

The study indicated that only male employees were surveyed. It is concluded that male employees form a significant portion of the employees and JRG sites are highly male dominated. Results show that the employees in JRG undergo training to acquire relevant skills. Conclusion is made that indeed JRG have clear training policies, values the importance of training and that this training is essential for the company to get skilled and capable employees and skills of doing the task. The other conclusion which can be made is that JRG views training of their staff as a way of improving the drive, initiative and the overall quality of the staff pool thus help them to be very committed in meeting the goals of the organization.

The majority of the employees in JRG prefer hands on training techniques like apprenticeship. It is concluded that the method of training facilitation has a successful outcome and appeal in the eyes of the employees in JRG. Findings in the study show that JRG provides a variety of training programs but occupational health and training courses provided stands out to be the most common program conducted. The conclusion is made that JRG is cautious and very active when it comes to the health and wellness of employees and that more focus is on company’s agenda in achieving health and safety goals at work places.

JRG offer different training and development strategies as highlighted by the majority of the respondents. The conclusion is made that JRG management have a roadmap for training and that training and development initiatives are regarded as key for JRG successful operations. It is also concluded that JRG can benefit from appropriate training strategies listed on the findings above through improved workers’ knowledge, skills development, capacity utilization, improved employee commitment, competitive advantage and ability to adapt to new methods and new technology.

5.2 Recommendation

a) The appropriateness of training strategies cannot be deemed complete if the training strategies below are not aligned to JRG’s corporate strategy. It is therefore strongly recommended that the following training strategies identified from JRG are aligned to the company’s corporate strategy:
- Training and development strategy in JRG involve strategic techniques that enable management to focus on internal strengths to take advantage of available opportunities in the organization.
- Training and development strategy in JRG examine internal strengths (employee skills availability) to reduce the effect of external threats like competition and focus on opportunities (new technology) to help deal with internal weaknesses.
- Training and development strategy in JRG minimize weaknesses and avoid external threats, which negatively affect the organization progress.
- Training in JRG is aligned with the company’s mission goals. Training strategy in JRG is meant to improve human performance.
- Training and development strategy in JRG focuses on selecting the right blend of delivery options.
- JRG uses external training consultants to train their employees.
- JRG selects effective training programs which are successful and determine the cost to find out what has worked and why.

The above training strategies are all appropriate and relevant to JRG’s operations. The missing link is alignment of all these training strategies identified to the company’s corporate strategy. Henceforth it could be recommended for the company to jell strategies above with the company’s corporate strategy. In this modern dynamic world with diverse cutting edge learning approaches, linking all the JRG training strategies helps ensure that JRG operations achieve corporate outcomes, through expanding skills availability and capability in all areas of strategic importance. Alignment in JRG means using the corporate strategy to influence training and development outcomes. Giving JRG employees with training outlined to ease a distinct, lucrative or behavioral outcome should be seen as common sense in JRG. It should substantiate both the time and financial investment the training programs warrants, awards JRG employees a sense of ownership and glow a spotlight on the significance of JRG employees to company’s success.

b) It is recommended that JRG should hire a permanent training manager who will oversee all the training and development needs and programs offered to employees. The manager
should be appointed from outside the organization to limit bias and favoritism in managing employee training needs.

c) JRG should conduct a thorough evaluation of all the training programs so as to ensure that these training programs meet both employee and task oriented desires. Such training programs should strongly address employee development areas on issues to do with adapting to new technologies, new methods as well as operational changes which seem to be legging behind on progress. Employees should be involved in training and evaluation activities and taking inputs for future similar activities and document best practices to scale up in similar settings.

d) It is also recommended that whenever JRG purchase a new caterpillar equipment or machinery, Diesel plant fitters are to be given workshop training sessions on latest caterpillar software configurations so that they are aware of both mechanical and software challenges associated with such machinery to alleviate lost time in machinery breakdowns.

e) JRG should ensure that gender balance is considered an important factor when recruiting staff for employment in their operational sites. Women should also be given an equal opportunity regardless of their gender because some of them have ingenuity and technical ability to perform such tasks.

5.3 Areas of further research.

From the research it can be seen that there are many employee performance and development areas which training have an impact on. It can also be seen that there is also greater need to align the training strategies, programs and systems with the organizational corporate strategy. There is limited literature in this area and there is no literature particularly in construction industry companies for the Zimbabwean scenario. The impact of training on employee performance and training strategies in construction industry companies in Zimbabwe can therefore be studied to assist organizations operating in dynamic business environments.
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APPENDIX I

BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF COMMERCE

MASTER IN BUSINESS LEADERSHIP

STUDENT NAME: THEMBELANI MOYO (STUDENT # B1541730)

QUESTIONNAIRE ON THE IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE

(A Case of JR Goddard Contracting)

This questionnaire has been designed to solicit information for purely academic purposes of fulfilling the requirements of an MBL dissertation. This is to enable the researcher ThembelaniMoyo a student of Bindura University of Science Education, complete his dissertation on the topic; The impact of training on employee performance: A Case of JR Goddard Contracting, in pursuance of Master in Business Leadership degree.

Please, note that any information provided would be treated confidential

SECTION A
BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1. How old are you? (Years)
   a. 18 – 25 ( )
   b. 26 – 35 ( )
c. 36 – 45 ( )
d. 46 – 55 ( )
e. 56 – 59 ( )

2. Gender:
   a. Male ( )
   b. Female ( )

3. Educational Background:
   a. Primary education ( )
   b. GCE – Ordinary level/ equivalent ( )
   c. Undergraduate degree ( )
   d. Post graduate degree ( )
   e. Others, please specify _____________________

4. What is your position in the company?
   a. Operations manager ( )
   b. Diesel Plant Fitters ( )
   c. Masonry Concreter ( )
   d. Carpenters ( )
   e. Machinery operator ( )

5. How long have you been working with the company?
   a. 1 – 5 years ( )
   b. 6 – 10 years ( )
   c. 11 – 15 years ( )
   d. 16 – 20 years ( )

SECTION B1

Please circle the appropriate number against each statement, according to the scale given below.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

B1a: Training:

1. Training programs are addressed as a key issue in our company.  5 4 3 2 1
2. Employees at each job normally go through training programs that teach then relevant skills they need.  5 4 3 2 1
3. Training needs are identified through a formal performance appraisal mechanism.  5 4 3 2 1
4. Training needs identified are realistic, useful and are based on the organizational strategy.  5 4 3 2 1
5. There are formal training evaluation methods to assess the effectiveness of the training.  5 4 3 2 1
6. The company has a system for calculating the cost and benefits of training.  5 4 3 2 1
**B1b: Training techniques preferred by JRG employees:**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>JRG employees prefer classroom or instruction-led training.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>2.</td>
<td>JRG employees prefer hands on training techniques like apprenticeship.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Interactive training techniques have been continuously used in JRG.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</tr>
<tr>
<td>4.</td>
<td>JRG employees favour computer based training techniques.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>1</td>
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</tbody>
</table>

**B1c: Training programs offered by JRG:**

<p>| | | | | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>JRG offers tuition reimbursement to employees who desire to further their education.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>The company offers occupational health and safety training course to all new employees who work for the company for the first time.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Every year, JRG hires instructors from Barzem Zimbabwe to train and certify caterpillar machinery operators on caterpillar competency and defensive safety operation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>JRG has an internal apprenticeship training program affiliated to Kwekwe Polytechnic for both diesel plant fitters, masonry concreters (or builders) and carpenters.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

**SECTION B2**

**Training and development strategies at JR Goddard contracting:**

Please circle the appropriate number against each statement, according to the scale given below.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<p>| | | | | | | | |</p>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Training and development strategy in JRG involve strategic techniques that enable management to focuses on internal strengths to take advantage of available opportunities in the organization.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Training and development strategy in JRG examine internal strengths (employee skills availability) to reduce the effect of external threats like competition and focus on opportunities (new technology) to help deal with internal weaknesses.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Training and development strategy in JRG minimize weaknesses and avoid external threats, which negatively affect the organization progress.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Training in JRG is aligned with the company’s mission goals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Training strategy in JRG is meant to improve human performance.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Training and development strategy in JRG focuses on selecting the right blend of delivery options.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>g.</td>
<td>JRG uses external training consultants to train their employees.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tr>
<tr>
<td>h.</td>
<td>JRG uses internal training consultants to train their employees.</td>
<td>5</td>
<td>4</td>
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<td>2</td>
<td>1</td>
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</tr>
</tbody>
</table>
i. JRG selects effective training programs which are successful and determine the cost to find out what has worked and why. 5 4 3 2 1

SECTION B2

Relationship between training and employee performance in performance and development areas in JR Goddard contracting:

Please circle the appropriate number against each statement, according to the scale given below.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

a. Training programs in JRG contracting sites positively affect the quality of workers’ knowledge, skills and capability and thus result in higher employee performance on job. 5 4 3 2 1
b. The appropriate training interventions in JRG help the company to solve the entire employee performance related problem. 5 4 3 2 1
c. Employee competencies in JRG contacting sites change through effective training programs. 5 4 3 2 1
d. Training in JRG enhances the knowledge, skills and attitude of the workers necessary for the future job. 5 4 3 2 1
e. Through training provided by JRG the employee competencies are developed and enable them to implement the job related work efficiently and achieve JRG objectives in a competitive manner. 5 4 3 2 1
f. High levels of employee commitment are achieved in JRG if training achieves learning outcomes and improves the performance of employees. 5 4 3 2 1
g. Training sessions accelerate the initiative ability and creativity of the workforce on JRG contracting sites. 5 4 3 2 1
h. Training in JRG enables employees to develop themselves within the firm and raise their market value in the market. 5 4 3 2 1
i. Training shapes employees’ job related behavior in JRG. 5 4 3 2 1
j. Well trained workers are able to make the best use of JRG resources along with minimum level of wastage. 5 4 3 2 1

SECTION B3

Impact of training on employee performance in different performance and development areas in JR Goddard contracting.

Please circle the appropriate number against each statement, according to the scale given below.

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Very little</th>
<th>Somewhat</th>
<th>Much</th>
<th>To a Great Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

B3a: To what extent has Training provided by your organization improved your performance in each of the work areas below? If you are unable to make the assessment, indicate N/A (Not Applicable)
<table>
<thead>
<tr>
<th>Performance Areas</th>
<th>Not Applicable</th>
<th>Not at All 1</th>
<th>Very little 2</th>
<th>Somewhat 3</th>
<th>Much 4</th>
<th>To a Great Extent 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Time management</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Communication skills</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Machinery repair skills</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Team work</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**B3b:** To what extent has Training provided by your organization improved your performance in each of the work areas below? If you are unable to make the assessment, indicate N/A (Not Applicable)

<table>
<thead>
<tr>
<th>Development Areas</th>
<th>Not Applicable</th>
<th>Not at All 1</th>
<th>Very little 2</th>
<th>Somewhat 3</th>
<th>Much 4</th>
<th>To a Great Extent 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Work ethics</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Adapting to changes</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. New technology</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. New methods</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*End of Questionnaire*

*Thank You for Your Valuable Time and Support.*